



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

At the Convention of 1884, a committee consisting of Profs. Hewett, Brandt, Worman, Montague and Dr. Todd was appointed to examine the whole question of requirements in modern languages for admission to college, and their present status in colleges, and requested to report at the next meeting (1885) of the Association. In accordance with this vote, the following report was read by the chairman of the committee, Prof. Hewett, to whose untiring industry the collection of this large material is exclusively due.

#### THE PRESENT CONDITION OF INSTRUCTION IN THE MODERN LANGUAGES IN AMERICAN COLLEGES.

At the last meeting of the Modern Language Association of America a committee was appointed to examine and report upon the present state of instruction in the modern languages in our American Colleges.

The first duty of the committee was to examine the courses of study in French and German offered in the different colleges to determine as far as was possible the time devoted to these studies, both required and elective, the order in which they were pursued, whether they were required for admission, and their relative place in a college curriculum. In pursuance of this duty, the committee sent out blanks to nearly a hundred colleges, and received in reply statements of the courses of study and the amount of time devoted to each language.

From catalogues and written reports of instructors the committee has prepared a tabular view\* of the instruction given in these colleges. The inquiry for information was sent to leading colleges in the East, South and West, and the returns represent with approximate accuracy the usage of different sections.

We purpose to present briefly the results obtained by this investigation:

*First.*—What is shown to be the prevailing usage in requiring one or more of the Modern Languages for admission. Until within a few years, the classics and mathematics with a brief English examination have been the main requirements for admission to college. The introduction of French or German is comparatively of recent date. Harvard imposed a slight pre-requisite for admission in 1874; Cornell University added one year of French, German or advanced Mathematics to the courses in Science, Literature and Philosophy in 1877, but the traditional requirements in most colleges remained unchanged. A doubt existed of the capacity of training schools to meet this new requirement.

If we examine the table to determine how general the requisition of French or German for admission to the course in Arts is, we find

---

\* See Appendix I, at end of these PROCEEDINGS.

that a half-dozen colleges require only one of these languages, and the requisition is extremely meagre, not embracing scientific grammar or any definite knowledge of the literature, but an elementary knowledge of forms and the translation of easy phrases. Harvard, Yale, the University of Pennsylvania, require about a half-year of one of these languages. Brown University requires one year of French; Boston University and Amherst College one term of French. Swarthmore College requires one year or more of French and German. We thus see how limited even yet is this requirement for admission. A significant event in the past year has been the revision of the courses of study at Yale, with a view of giving a larger place to the modern languages, and the harmonization of other prescribed studies. Through this action, at least one half-year of French or German is required for admission and the study of one or both languages is required during the first two years. A certain liberty of election is permitted during the Junior and Senior years.

The considerations which in our judgment demand that the elements of French and German shall be required of all students before entering college, are: That language is acquired with greatest facility when the student is young, and modern languages have a special claim since their practical use is essential to so many students. If instruction in French and German is postponed until late in the course, a mastery of the language as well as a comprehensive study of the literature is impossible.

The objection to the study of French and German in our secondary schools has been due to the fear that satisfactory instruction in these languages could not be obtained. In a paper read before the Association at its last session, I attempted to show that if elementary instruction in Latin and Greek could be successfully given in the preparatory schools, by our college graduates, there is no reason why the same graduates, if skillful instruction is imparted in college, should not be equally competent to teach French, German and historical English. I showed further from the statistics of the examinations at Harvard for ten years, that while the percentage of students conditioned in these languages upon entrance, was at first high, it has gradually fallen until in recent years as many have been conditioned in algebra and geometry as in French or German. The number conditioned in English is nearly as great as that conditioned in German. The test of experience has shown that the colleges give direction to all elementary instruction, define its nature and prescribe its amount. The standard of instruction in our colleges should not be dependent upon the low average of the majority of our high schools and academies, but should be determined solely by the requirements of higher culture. The law of educational history is that the higher institutions and the higher demands everywhere condition and prescribe the character of the lower.

The objections that may be urged to requiring French or Ger-

man as requisite for admission to college may be, either that the preliminary course of study is already crowded, and that no time remains to be devoted to the modern languages, or that in natural order they should be studied, later, or that the schools cannot give the requisite training. The direct requirements in the classics and mathematics for admission to college may be met in a course of study of three years: the average age of students upon entering the classical course in our colleges is about eighteen years and a half. If we omit a mass of subjects which are irrelevant, or superficially pursued, or which can better be studied later, there is ample time for a thorough elementary training in the Modern Languages, and there is no reason why the classics should monopolize the earliest and most useful years of the student. There is no purpose in this view of the case to displace the classics, but only to claim an equal right beside them for the Modern Languages, and to insist that language is acquired with greater ease as regards idioms and pronunciation early in life than later, and that only when thus studied does it become a permanent possession.

The second question presented by an examination of this table of courses and studies, is what place is assigned to the modern languages?

Out of fifty colleges conferring the degree of B. A., 18 or 36 per cent offer instruction in French or German in the freshman year, while 22 or 44 per cent begin the study in the sophomore year; 8 or 16 per cent in the junior year, and 2 or 4 per cent in the senior year. In twenty-three colleges or nearly one-half of the whole number, the study of one language is not begun until the junior year. The Canadian Colleges which are included in this table, University College of Toronto University, McGill College of McGill University, and Dalhousie College of Dalhousie University exhibit a progressiveness of spirit and a thoroughness of instruction in the Modern Languages which may well be imitated by many of our American institutions. In all these, instruction in French and German is begun in the freshman year.

An interesting fact revealed incidentally in the study of this table bears upon a moot point at the present time in considering the meaning which attaches to certain degrees, what value shall the degree of Bachelor of Arts represent? The discussion of this point is foreign to this report, but the following colleges confer the degree of B. A. without a knowledge of Greek. Dalhousie College, the Johns Hopkins University, the University of Oregon, Randolph-Macon College, South Carolina College and Swarthmore College; Harvard and the University of Toronto require an entrance examination in Greek. As a substitute for the entrance examination in Greek, the Johns Hopkins University requires an examination in both French and German, Dalhousie College in French *or* German, South Carolina College gives the degree of B. A. for all courses of study. Tulane

University confers the degree of Bachelor of Arts for courses in classics, modern languages, mathematics, natural science, commerce and mechanics.

The third question to which an answer is given in this table is what position do French and German occupy in modern college education?

Out of fifty colleges, 29 or 58 per cent. require one foreign language, 18 or 36 per cent. require no foreign language for graduation in Arts, 18 or 36 per cent. require both French and German.

There is a marked difference in the different colleges in the amount of instruction afforded in the modern languages. Assuming fifteen hours per term as a normal average of the studies of each student, and one hundred and ninety hours as the aggregate for the four years course, the smallest number of hours of instruction offered in French and German in any college conferring the degree of B. A., is fifteen hours, or 8 per cent. of all the studies of the curriculum, or in other words, only one-twelfth of all the time of the student is devoted to the study of the literatures of France and Germany. This minimum is counter-balanced by the extended courses in French and German offered in Harvard, Cornell, Michigan and Toronto Universities and Columbia College, where the percentage of elective hours possible in modern languages reaches 56 per cent. of the entire curriculum for the degree of B. A.

Of fifty colleges conferring the degree of B. A. from which full reports have been received, Harvard, Michigan and Cornell Universities offer more than one hundred hours in French and German out of a possible one hundred and ninety; Toronto, California and Columbia offer between seventy-five and one hundred hours; the Johns Hopkins University in its collegiate course, Yale, Indiana, Iowa and McGill Universities and Swarthmore and Amherst Colleges offer between fifty and seventy-five hours.

Another question which is answered by the table is: what is the order of precedence of these two languages in the judgment of the majority of educators? The former prominence given to French, and the comparatively late introduction of German as an essential part of a college course, give French still the precedence in the arrangement of studies. French is studied in three-fourths of our colleges in the first two years. German is begun in a little more than half the colleges during the same period, while in the remainder it belongs to the last half of the course.

French is begun in Freshman Year in 16; German in 13 colleges

"	"	Sophomore	"	20;	"	15	"
"	"	Junior	"	11;	"	20	"
"	"	Senior	"	2;	"	2	"

One college does not report French in its curriculum, and no mention of it appears in its catalogue. The College of the Holy Cross in Worcester, reports little demand for German, and a larger demand

for French, owing possibly to the large number of French Canadians in the manufacturing cities of New England. Conversely, the College of St. Louis reports almost no demand for French on the part of its pupils, but a large and uniform demand for German.

Few colleges have a modern language requirement for admission to the course in Arts. Of the fifty reported, three require French, two offer an election between French and German, and two require both French and German.

The position assumed at the opening of this paper that the Modern Languages should be studied before entering college, receives support from the position of these studies in the German gymnasia. The practical use of at least two foreign languages, French and English, is attained before entering the university. German students possess not only a knowledge of the grammar of these languages, but familiarity with much that is best in the literatures. The admirable results attained in Germany in the bürgerschulen and gymnasia, in the same period in which pupils are attending our grammar and high schools, shows the waste of time, the dissipation of interest, the defective methods of our schools. The limitation of preliminary studies to language, viz.: the classics, French and German, historical English, the essentials of arithmetic which do not involve advanced processes, algebra and geometry, would afford the basis for an admirable collegiate training. The multiplicity of subjects, the loss of time by devoting attention to minor branches, naturally and better acquired later, are among the evils of our present school system. The pupil's powers are exhausted, and no true mastery of the essentials of a single branch of knowledge is attained.

The attention of school boards should be directed to correcting these abuses, which are due to a false conception of what is required in elementary education as well as to defective methods.

We find established in the numerous colleges a course sometimes called the Latin-Scientific course, but which in a majority of cases is designated as the Course in Philosophy. In one or two cases we find the term course in Letters with the degree Bachelor of Letters applied to it, as in the University of Virginia. Sometimes it is called the Modern Language course with the degree of Bachelor of Arts as in Adelbert College, or the Modern Classical course as in the University of Wisconsin where the degree of B. L. is given. This course does not require Greek, either for admission, or after entering. The place of Greek is supplied usually by an entrance requirement in modern languages. In this course more opportunity is presented for the study of modern languages, than in the course in Arts which we have just considered. The requirements for admission are considerable, and large opportunity for the study of French and German is afforded. Nearly one-half of the colleges reported contain this course in Philosophy, or one in Letters of the same general character.

One curse of our educational system is the variety of degrees con-

ferred which have no specific or recognized meaning. An effort on the part of all our colleges to unify degrees and give them a fixed value, would contribute to rescue our degree system from merited contempt. Degrees are even invented to accommodate them to some supposed fitness on the part of the recipient, whose qualifications would not justify a degree of general signification. The prevalence of the degree of Ph. B. suggests that its adoption in its present accepted meaning would be one step in the direction indicated.

A noticeable and commendable tendency in Scientific and Technical Schools, and in colleges offering scientific courses, is shown by the prominence given to the study of the Modern Languages. The vast treasures of scientific discovery which are contained in these languages, make the most advanced attainments impossible without them. The tendency of all professional and technical pursuits is to exclusive devotion to a single end. A narrow and strictly technical course, limits the view of the relation of the different departments of science. Literary training makes thought and expression clear, and any course of study that ignores this element in education is in that degree defective, and its results unsatisfying.

The leading scientific schools, such as the Sheffield Scientific School, and the Massachusetts Institute of Technology, make ample provision for the study of French and German both as instruments of culture as well as for their practical use in scientific pursuits.

The critical study of English has made a rapid advance since the foundation of this Association. This is especially noticeable in our Southern colleges. Excellent advanced courses in Anglo-Saxon and early English are now offered in many colleges in the South. For a decade, it is safe to say, this study in the North was confined to but a few leading institutions, among which Harvard, Lafayette and Cornell deserve especial mention. An examination of the courses of study in the hundred colleges which have been reviewed, reveals graver deficiencies in the study of historical English than in that of French or German. The instruction in our own language, with its matchless inheritance of the treasures of literature, is less adequate than that of the Modern Languages.

Here the secondary schools are lamentably deficient. Years of time are spent in the study of grammar, and in reading some elementary history of literature, and the student "graduates" at some famous high school with no knowledge of Anglo-Saxon, no linguistic training which will fit him to read Chaucer or even Shakespeare intelligently. The murder of the innocents is repeated in our public schools every year, and in the training of nearly every scholar.

Two or three questions remain: does the character of the French or the German language, or the relation of either to English or to the classics suggest a natural order in their study? It is undoubtedly true that our large German population, scattered throughout all our cities and larger villages, makes it possible to secure instruction in

German from capable native teachers, more generally than in French. The compulsory instruction in German in the public schools of many Western cities gives prominence to this language, and promotes its study. If we assume that the historic study of English should become a part of all instruction in our lower schools, replacing the so-called English grammar, the transition to German, is not difficult. Its kindred words and inflexions will present enough of divergence of form to stimulate comparison and attract interest, without the introduction of the difficulties of an entirely dissimilar language. For students unfamiliar with the classics, the discipline of a language possessing such a regularity of forms and fullness of inflexions as the German, affords a linguistic discipline akin to the classical,

Similarly, the entrance upon the study of French through the Latin is easy. A knowledge of French is however of high if not indispensable value in the study of Semi-Saxon, and of later English. These considerations reinforce our position at the opening of this paper, that both in themselves and from their relation to later study, instruction in these two important languages should be begun at an early date. A knowledge of French will, reversely, throw light upon Latin forms and facilitate its acquisition.

The question what is a proper equivalent for Greek in the requirements for admission to college, can not be settled by any *a priori* or *doctrinaire* considerations. Admitting the equal value of both languages in modern culture, and the force of the argument in favor of their early, pre-collegiate study, the question of their relative order or precedence will be determined by practical consideration in the schools: only the grammar will be taught on scientific and historical principles, and a substantial acquaintance with the languages themselves will be properly required.

After some commendatory remarks on the fullness of the statistics here presented, and their value for a study of linguistic pedagogical questions now before educators of this country, the report was accepted by acclamation. Prof. Alonzo Williams (Brown University) then moved that papers should be limited to thirty minutes, the opening of discussion on them to ten minutes and after-remarks to five minutes, which proposition was adopted and the regular reading of communications begun.

Professor Th. W. Hunt, of Princeton College, opened the list with a paper on,

1. "The place of English in the College Curriculum."

The object of this paper is to plead for a truer appreciation of the department of English in American colleges, and to secure if possible a



APPENDIX I.—Table giving statistics of instruction in French and German in American Colleges. See page vi, seq.

NAME.	Course.	Required For Admission.	FRESHMAN YEAR.			SOPHOMORE YEAR.			JUNIOR YEAR.			SENIOR YEAR.			TOTAL.			
			Required.		Elective.	Required.		Elective.	Required.		Elective.	Required.		Elective.				
			1	2	3	1	2	3	1	2	3	1	2	3		R.	E.	
Adelbert College of Western Reserve University.....	{ B.A. French. No..... B.A. German. No..... B.L. French. No..... B.L. German. No.....	.. .. .. 6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8
Amherst College.....	{ B.A. French. 1 term. B.A. German. No.....	.. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30
Bates College.....	{ B.A. French. No..... B.A. German. No.....	.. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15
Beloit College.....	{ B.A. French. No..... B.A. German. No..... Ph.B. French. No..... Ph.B. German. No.....	.. .. 5 5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15
Boston University.....	{ B.A. French. 1 term. B.A. German. No.....	.. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16
Bowdoin College.....	{ B.A. French. No..... B.A. German. No.....	.. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8
Brown University.....	{ B.A. French. 1 year. B.A. German. No.....	2 2	2	2	..	2	2	2	2	2	2	2	2	2	2	2	2	7
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	24
Centre College.....	{ B.A. French. No..... B.A. German. No..... B.L. French. No..... B.S. German. No.....	.. .. .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30
Cincinnati University.....	{ B.A. French. No..... B.A. German. No..... B.L. French. 1 year. B.S. German. No.....	.. .. 1 ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15
			..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18
* Cincinnati University.....	{ B.A. French. No..... B.L. French. 1 year. B.S. German. No.....	3 3 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	9
			3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	18
			3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	27

\* One year of French, German or Latin.

APPENDIX I.—Table giving statistics of instruction in French and German in American Colleges. See page vi, seq.

NAME.	Course	Required For Admission.	FRESHMAN YEAR.			SOPHOMORE YEAR.			JUNIOR YEAR.			SENIOR YEAR.			TOTAL.			
			Required, Elective.			Required, Elective.			Required, Elective.			Required, Elective.			R.	E.		
			1	2	3	1	2	3	1	2	3	1	2	3			1	2
Colby University.....	{ B.A. French... No..... B.A. German... No.....	.. ..	.. ..	.. ..	.. ..	2 2	2 2	2½	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	7½	8		
Columbia College.....	{ B.A. French... No..... B.A. German... No.....	2 2	2 2	2 2	2 2	2 2	2 2	2	.. ..	4 4	4 4	.. ..	4 4	4 4	12	24		
Cornell University.....	{ B.A. French... No..... B.A. German... No..... Ph. B. French... No..... Ph. B. German... No..... B. S. French... No..... B. S. German... No..... Tech. French... No..... Tech. German... No.....	3 3 3 3 5 5 3 5 5	3 3 3 3 5 5 3 5 5	3 3 3 3 5 5 3 5 5	.. .. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. .. ..	5 5 3 3 3 3 3 5 5	5 5 3 3 3 3 3 5 5	6 6 6 6 6 6 6 8 8	6 6 6 6 6 6 6 8 8	6 6 6 6 6 6 6 8 8	6 6 6 6 6 6 6 8 8	6 6 6 6 6 6 6 8 8	6 6 6 6 6 6 6 8 8	6 6 6 6 6 6 6 8 8	9 9 9 9 9 9 9 12 12	51 48 36 48 36 48 36 48 48	
	{ B.A. French... 1 term.. B.A. German... 1 term.. B.A. French... No..... B.A. German... No..... B.A. French... No..... B.A. German... No..... B.A. French... No..... B.A. German... No.....	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	18	27	
	{ B.A. French... No..... B.A. German... No..... B.A. French... No..... B.A. German... No..... B.A. French... No..... B.A. German... No..... B.A. French... No..... B.A. German... No.....	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2	13	13	
	{ B.A. French... No..... B.A. German... No..... Ph. B. French... No..... Ph. B. German... No..... B. L. French... No..... B. L. German... No..... B. S. French... No..... B. S. German... No.....	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	30	30
	De Pauw University.....	{ B.A. French... No..... B.A. German... No..... B.A. French... No..... B.A. German... No..... B.A. French... No..... B.A. German... No..... B.A. French... No..... B.A. German... No.....	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. ..	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5	30	30
	Hamilton College.....	{ B.A. French... No..... B.A. German... No.....	.. ..	.. ..	.. ..	.. ..	4 4	4 4	1	.. ..	4 4	4 4	.. ..	4 4	4 4	4	13	

† Two years of Greek, French or German required for B. A. ‡ One year of French, German or advanced Mathematics required for admission.





APPENDIX I.—Table giving statistics of instruction in French and German in American Colleges. See page vi seq.

NAME.	Course.	Required For Admission.	FRESHMAN YEAR.			SOPHOMORE YEAR.			JUNIOR YEAR.			SENIOR YEAR.			TOTAL.		
			Required.			Required.			Required.			Required.					
			1	2	3	1	2	3	1	2	3	1	2	3		1	2
Louisiana State University.....	{ B.A. French... No.....	No.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	38.....
	{ B.A. German... No.....	No.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30.....
	{ B.S. French... No.....	No.....	5	5	5	5	5	5	5	5	5	5	5	5	5	5	30.....
Mass. Inst. of Technology.....	{ B.S. French... 1 year.	1 year.	3	3	3	..	..	..	..	..	..	..	..	..	..	..	9 18
	{ B.S. German... No.....	No.....	..	..	..	3	3	3	..	..	..	..	..	..	..	..	18 9
	{ B.S. German... No.....	No.....	..	..	..	3	3	3	..	..	..	..	..	..	..	..	18 9
Mass. Agricultural College.....	{ B.S. French... No.....	No.....	5	5	5	..	..	..	..	..	..	..	..	..	..	..	15 15
	{ B.S. German... No.....	No.....	5	5	5	..	..	..	..	..	..	..	..	..	..	..	15 15
	{ B.S. German... No.....	No.....	5	5	5	..	..	..	..	..	..	..	..	..	..	..	15 15
McGill College.....	{ B.A. French... No.....	No.....	3	3	3	..	..	..	..	..	..	..	..	..	..	..	12 12
	{ B.A. German... No.....	No.....	3	3	3	..	..	..	..	..	..	..	..	..	..	..	12 12
	{ B.A. German... No.....	No.....	2	2	2	..	..	..	..	..	..	..	..	..	..	..	12 15
Michigan University.....	{ B.A. French... No.....	No.....	4	4	4	..	..	..	..	..	..	..	..	..	..	..	12 90
	{ B.A. German... No.....	No.....	4	4	4	..	..	..	..	..	..	..	..	..	..	..	12 90
	{ Ph.B. French... 2 years.	2 years.	4	4	4	..	..	..	..	..	..	..	..	..	..	..	12 90
Middlebury College.....	{ Ph.B. German... 2 years.	2 years.	4	4	4	..	..	..	..	..	..	..	..	..	..	..	12 60
	{ B.L. French... No.....	No.....	4	4	4	3	3	3	7	7	7	10	10	10	10	10	21 81
	{ B.L. German... No.....	No.....	4	4	4	3	3	3	1	1	1	8	8	8	8	8	21 51
Minnesota University.....	{ B.S. French... 2 years.	2 years.	4	4	4	..	..	..	..	..	..	..	..	..	..	..	21 51
	{ B.S. German... 2 years.	2 years.	4	4	4	..	..	..	..	..	..	..	..	..	..	..	21 51
	{ B.S. German... 2 years.	2 years.	4	4	4	..	..	..	..	..	..	..	..	..	..	..	21 51
Middlebury College.....	{ B.S. French... No.....	No.....	4	4	4	..	..	..	..	..	..	..	..	..	..	..	12 60
	{ B.A. French... No.....	No.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5 5
	{ B.A. German... No.....	No.....	..	..	..	5	5	5	..	..	..	..	..	..	..	..	12 12
Minnesota University.....	{ B.A. French... No.....	No.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	25 25
	{ B.A. German... No.....	No.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15 15
	{ B.L. French... No.....	No.....	..	..	..	5	5	5	..	..	..	..	..	..	..	..	15 15
Minnesota University.....	{ B.L. German... 1 year.	1 year.	5	5	5	..	..	..	..	..	..	..	..	..	..	..	25 5
	{ B.S. French... No.....	No.....	5	5	5	..	..	..	..	..	..	..	..	..	..	..	30 30
	{ B.S. German... No.....	No.....	5	5	5	..	..	..	..	..	..	..	..	..	..	..	20 20

‡ Two years of French and German or Latin, required for admission.

APPENDIX I.—Table giving statistics of instruction in French and German in American Colleges. See page vi, seq.

NAME.	Course.	Required For Admission.	FRESHMAN YEAR.			SOPHOMORE YEAR.			JUNIOR YEAR.			SENIOR YEAR.			TOTAL.
			Required.	Elective.		Required.	Elective.		Required.	Elective.		Required.	Elective.		
			1	2	3	1	2	3	1	2	3	1	2	3	
Mississippi University.....	B.A. French.....	No.....	..	..	..	..	..	..	..	..	..	5	5	..	15
	B.A. German.....	No.....	..	..	..	..	..	..	..	..	..	..	5	5	15
	B.S. French.....	No.....	..	..	..	5	5	..	..	..	..	..	..	..	15
New Jersey College of (Princeton).	B.S. German.....	No.....	..	..	..	5	5	..	..	..	..	..	..	..	15
	{ B.A. French.....	No.....	2	2	..	2	2	..	2	2	..	2	2	10	12
	{ B.A. German.....	No.....	..	..	..	..	..	..	2	2	..	2	2	..	12
New York City College.....	B.A. French.....	No.....	..	..	..	..	..	..	..	..	..	5	5	..	15
	B.A. German.....	No.....	..	..	..	..	..	..	..	..	..	..	5	5	15
	B.S. French.....	2 terms.	3	3	..	2	2	..	..	..	..	5	5	..	15
North Carolina University.....	B.S. German.....	No.....	2	2	..	3	3	3	5	5	5	..	..	..	30
	Tech. French.....	2 terms.	5	5	..	..	..	..	..	..	..	..	..	..	15
	Tech. German.....	2 terms.	..	..	..	5	5	5	..	..	..	..	..	..	15
North Carolina University.....	B.A. French.....	No.....	..	..	..	..	..	..	..	..	..	..	..	..	24
	B.A. German.....	No.....	..	..	..	..	..	..	..	..	..	4	4	..	24
	Ph.B. French.....	No.....	4	4	..	..	..	..	..	..	..	..	..	..	24
North Carolina University.....	Ph.B. German.....	No.....	or	..	..	3	3	3	4	4	4	4	4	4	24
	B.S. French.....	No.....	4	4	..	3	3	3	..	..	..	..	..	..	24
	B.S. German.....	No.....	4	4	..	3	3	3	4	4	4	4	4	4	24
Northwestern University.....	B.A. French.....	No.....	4	4	..	..	..	..	..	..	..	4	5	4	24
	B.A. German.....	No.....	..	..	..	..	..	..	4	4	4	..	..	..	8
	Ph.B. French.....	No.....	4	4	..	5	4	..	..	..	..	..	9	5	18
Northwestern University.....	Ph.B. German.....	No.....	..	..	..	3	3	..	18	3	..	..	8	12	3
	B.L. French.....	No.....	4	4	..	4	4	..	3	4	..	..	19	3	22
	B.L. German.....	No.....	5	5	..	3	4	..	..	..	..	..	22	3	25
Northwestern University.....	B.S. French.....	No.....	4	4	..	..	..	..	3	3	3	..	..	..	12
	B.S. German.....	No.....	5	5	..	..	..	..	..	..	..	..	..	..	15
	B.S. German.....	No.....	5	5	..	3	4	..	..	..	..	..	..	..	7



APPENDIX I.—*Table giving statistics of instruction in French and German in American Colleges.* See page vi, seq.

[illegible]



APPENDIX I.—*Table giving statistics of instruction in French and German in American Colleges.* See page vi, seq.

[illegible]

APPENDIX I.—Table giving statistics of instruction in French and German in American Colleges. See page vi, seq.

NAME.	Course.	Required For Admission.	FRESHMAN YEAR.			SOPHOMORE YEAR.			JUNIOR YEAR.			SENIOR YEAR.			TOTAL.	
			Required.			Required.			Required.			Required.				
			1	2	3	1	2	3	1	2	3	1	2	3		
Union College.....	{	B. A. French.....	No.....	..	..	..	..	..	2½ 2½	..	..	..	..	5	5	15
		B. A. German.....	No.....	..	..	..	..	..	..	5	5	..	..	..	..	22½
		B. S. French.....	No.....	5	5	..	..	..	2½ 2½	..	..	..	..	..	..	22½
Vanderbilt University.....	{	B. A. French.....	No.....	..	..	..	..	..	3 3 3	..	..	..	..	..	..	24
		B. A. German.....	No.....	..	..	..	..	..	..	3 3 3	..	..	..	..	..	24
		Ph. B. French.....	1 term..	3	3	3	3	3	3 3 3	..	..	..	..	..	..	18 24
Vermont, University of.....	{	Ph. B. German.....	1 term..	3	3	3	3	3	3 3 3	..	..	..	..	..	..	18 24
		B. S. French.....	1 term..	3	3	3	3	3	3 3 3	..	..	..	..	..	..	18 24
		B. S. German.....	1 term..	3	3	3	3	3	3 3 3	..	..	..	..	..	..	18 24
Washington and Lee University.	{	B. A. French.....	No.....	..	..	..	..	..	4 4	..	..	..	..	..	..	8
		B. A. German.....	No.....	..	..	..	..	..	..	4 5 4	..	..	..	..	..	13
		B. A. French.....	No.....	..	..	..	..	..	..	..	3 3 3	..	..	3 3 3	..	18
Wisconsin, University of.....	{	B. A. German.....	No.....	..	..	..	..	..	..	..	..	..	..	..	..	23
		B. I. French.....	No.....	..	..	..	..	..	..	5 5 5	..	..	..	..	..	15
		B. I. German.....	1 year..	5	5	..	..	..	3 2 2	..	..	..	..	..	..	15
Wesleyan University.....	{	B. S. French.....	No.....	5	5	..	..	..	..	..	..	..	..	..	..	15
		B. S. German.....	1 year..	5	5	..	..	..	..	3 2 2	..	..	..	..	..	15
		B. A. French.....	No.....	..	..	..	..	..	..	..	2 2 2	..	..	2 2 2	..	22
Wesleyan University.....	{	B. A. German.....	No.....	..	..	..	..	..	..	..	..	..	..	..	..	15
		Ph. B. French.....	No.....	..	..	..	..	..	..	15	15	..	..	..	..	15
		Ph. B. German.....	No.....	..	2½ 2½	..	..	..	2½ 2½	..	..	..	..	..	..	7½ 15
Wesleyan University.....	{	B. S. French.....	No.....	..	..	..	..	..	2½ 2½	..	..	..	..	..	..	7½ 15
		B. S. German.....	No.....	..	2½ 2½	..	..	..	2½ 2½	..	..	..	..	..	..	15
		B. S. French.....	No.....	..	..	..	..	..	2½ 2½	..	..	..	..	..	..	15

APPENDIX I.\*—Table giving statistics of instruction in French and German in American Colleges. See page vi, seq.

NAME.	Course.	Required For Admission.	FRESHMAN YEAR.			SOPHOMORE YEAR.			JUNIOR YEAR.			SENIOR YEAR.			TOTAL.		
			Required.			Required.			Required.			Required.					
			1	2	3	1	2	3	1	2	3	1	2	3		1	2
Yale College.....	{	B.A. French... ½ year.	3	3	2	..	..	..	..	..	..	5	5	..	5	5	14
		B.A. German... ½ year.	3	3	2	..	..	..	..	..	..	..	6	6	..	6	6
Sheffield Scientific School.....	{	Ph.B. French... No.....	..	..	..	..	..	..	..	..	..	5	5	..	5	5	30
		Ph.B. German... No.....	5	5	3	..	..	..	..	..	..	5	5	..	5	5	30
		C.E. French... No.....	..	..	..	..	..	..	..	..	..	5	5	..	5	5	30
		C.E. German... No.....	5	5	5	..	..	..	..	..	..	5	5	..	5	5	30

\* Mr. James O. Griffin, Instructor in German in Cornell University, has compared this tabulated statement with the original reports from all the Colleges here represented.